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A college level course in American History to be given in high school is described. Aims include: skills in methods of historical research, ability to deal critically with documents and trends of thought, and basic mastery of facts and good language.

Small classes and highly competent teachers are essential. Past achievement in social science and English classes, and high aptitude test scores are suggested as criteria for student selection.

The recommended course content is presented in a chart showing the topics in the New York State two-year American History course. General teaching suggestions are given, followed by possible procedures for teaching two sample topics. Critical, efficient reading and writing are emphasized throughout the course units.

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Advanced Placement Program

in American History

1963 Revision

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, New York

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THE ADVANCED PLACEMENT PROGRAM IN NEW YORK STATE

This bulletin is one of a series designed to encourage high schools to offer to academically superior pupils instruction of a caliber that is of post secondary grade and may indeed warrant advanced placement or credit upon college entrance. Like the advanced placement program in English, this bulletin shows the relationship between the State syllabus for the senior high school grades and the advanced course material which must be offered to qualify pupils to take the advanced placement examinations that are offered by the College Entrance Examination Board.

The New York State Education Department is indebted to this Board, particularly those staff members who have charge of the advanced placement examinations and who have served as consultants on our advanced course committees.

This teaching handbook was prepared by the Curriculum Bureau of the Secondary Education Division and with the cooperation and counsel of the higher education authorities in the Department.

Walter Crewson

Walter Crewson
Associate Commissioner of Education

The Advanced Placement Program

in American History

Introduction

In a period when the importance of encouraging better teaching of the sciences and languages is being stressed and being planned, provision for courses in the social sciences specially designed for advanced pupils in this area should not be neglected. The need today for wise decisions and competent leadership at home and abroad is as important for survival of our country as is the need for strong military defense and scientific advancements. In fulfilling its obligations to society, then, the school must be conscious of its responsibility in the areas of the social sciences and of its obligation to provide superior students the learning experiences that derive from the disciplines which characterize these subjects.

The Advanced Placement Program, designed to encourage pupils of superior ability to undertake college type courses at the high school level, provides opportunities for advanced work in American history. This brochure has been prepared to explain the Advanced Placement Program and to show teachers of American history in our senior high schools how an advanced course in this subject may be adjusted to the social studies program of New York State. It discusses the role of the administrator, the teacher and the student in the Advanced Placement Program and indicates some of the values of the course. The content is presented in a chart showing the topics in the New York State two-year American History course. General teaching suggestions are given, followed by possible procedures for teaching two sample topics and a brief bibliography.

Plans for this Advanced Placement statement for American History were made by a group of consultants meeting with members of the Secondary Education and the Higher Education staffs of the State Education Department. The consultants were:

Mrs. Louise Austin, Rockville Centre High School

Dr. David Ellis, Hamilton College

Dr. Bert Fink, State University College at Oneonta

Dr. Henry Graff, Columbia University

Dr. Samuel Steinberg, Stuyvesant High School,
New York City

The first draft of this publication was prepared by Mrs. Austin. After review and criticism by the other consultants, the manuscript was edited by Laura M. Shufelt, Associate in Secondary Curriculum, with the advice of Mildred F. McChesney, Supervisor of Social Studies. Anna Clark Kennedy, former Assistant in School Library Service, helped in the preparation of the bibliographies. Suggestions for bringing the bibliographies up to date for this 1963 edition were made by the consultants listed on page 1. The revisions were made, in consultation with Miss McChesney, by Audna T. Clum, librarian, Averill Park Central School District.

The manuscript was reviewed and approved by Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education, who serves as a consultant in the development of advanced placement programs for academically superior pupils in high schools.

Gordon E. Van Hooft
Chief, Bureau of Secondary
Curriculum Development

What is the Advanced Placement Program in American History?

The Advanced Placement courses are of college level difficulty but are offered to high school pupils. Success in passing examinations based on these courses entitles students to be considered as candidates for college credit and sometimes for advanced placement in college. Since high school students in these courses should actually do work of college grade, teachers must take responsibility to see that they not only get an insight into the complexities and imponderables of history but also sense the atmosphere of the college classroom.

In New York State the Advanced Placement Course in American History is based on the two-year American History program outlined in the New York State syllabus for eleventh and twelfth grades, and on the College Entrance Examination Board syllabus for the Advanced Placement Program in American History.*

Even though a given school may find it impossible to participate in the Advanced Placement Program, the competent teacher will realize that one of his most important functions is to develop a rich program for the superior, college-bound student. Although the suggestions in this bulletin are based on an assumption of participation in the Advanced Placement Program, teachers who have not already developed enriched American History courses will find suggestions in this bulletin.

The aims of the Advanced Placement course in American History must be high because of the future demands upon the students who will enroll in it. It is to be expected that a student completing the Advanced Placement course in American History would possess:

1 — Mastery of facts and chronology

2 — Knowledge of major documents, the writings of outstanding historians and various interpretations of American History

3 — Ability to deal critically and analytically with material studied

4 — Habits of good language usage

5 — Skill in methods of historical research and in criticism and documentation

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*It may be noted that a rearrangement of the World History course in preparation for the Advanced Placement examination in European History is not impossible but it is suggested that only twelfth grade students should qualify for the Advanced Placement examinations in either American or European History.

6 — Ability to trace significant intellectual currents in our history, with attention to the proposition that "ideas are weapons"

An examination of the course as described in the Advanced Placement Program Syllabus reveals that a major portion of the activities will be concerned with reading and writing. The advanced student not only reads extensively but learns to write under pressure. His papers are graded on:

1 — Presentation of material -- planning, outlining, organization

2 — English mechanics -- spelling, punctuation, vocabulary, sentence structure

3 — Generalization -- the ability to make proper inferences from specific facts

4 — Interpretation -- understanding the question or problem and deriving valid conclusions

5 — Factual material -- accuracy, relevance, sufficiency

Probably the one most important aim of the course is to develop the student's ability to think critically and constructively. Consequently an extra burden is placed on the teacher to assign and grade written work requiring a depth of understanding and development.

The Advanced Placement student should use a standard college textbook rather than one prepared for high school use.

What is the Role of the Administrator in the Program?

The Advanced Placement Program is not an easy one to arrange for and administer. Classes must be kept small. Teachers of these classes must be unusually competent, for the Advanced Placement Program demands not only able students but able teachers. The school administrator may have difficulty in selecting from his staff a teacher with a sufficiently rich background who is willing to assume the added burden of developing and teaching such an Advanced Placement class in the social science field.

The administrator must see to it that the teacher of an Advanced Placement history course has an adequate amount of time. This means a release from many routine tasks assumed by the teachers in a school system: homeroom, registers, extra duties, extracurricular activities. Additional money must also be available. The teacher will need added teaching aids, particularly library facilities.

Admittedly, extra staff and additonal facilities require more money in the school budget. Dr. Charles Keller, Director of the John Hay Fellows Program and the former director of the College Board's Advanced Placement Program, recognized that cost is a feature of the administrator's problem. This type of program, he said, is expensive ... "in the short view. In the longer view ... the only one defensible in educational policy ... it looks like a sound investment in sound leadership"

Who Should Teach the Course?

The teacher chosen to develop and teach a college-level program in the social sciences should have a broad intellectual background, be well-informed concerning modern trends and be articulate in the use of facts. A class of able students will be a challenge to a teacher's scholarship; therefore, knowledge and alertness are fundamental qualifications for the teacher.

He must be able to lead the students to explore a problem, experiment with facts involved, discard the unimportant, and arrive at certain conclusions on their own initiative. He must have flexibility in his class procedures. Finally, only the teacher who is enthusiastic about the program should be chosen to develop and teach the course. Many fine teachers would be unhappy and, therefore, unsuccessful in the classroom climate of the Advanced Placement Program.

Who Should Take the Course?

What students are selected to participate in the Advanced Placement Program in American History depends upon several factors. Some suggested criteria are:

1. The I. Q. requirement probably should be determined by the school. The consensus seems to be that a student's I. Q. should be at least 120.

2. Previous achievement in social studies classes should have been good enough to indicate future success.

3. The reading score should probably be at or above the 90th percentile. Reading ability is most important for an advanced course in history because of the need to interpret materials and understand their implications.

4. Grades in English and in foreign languages should show high linguistic ability.

5. Achievement on the A C E tests should be at or above the 80th percentile.

6. Consultation between the social studies staff and the Guidance Department should be a determining factor in placing the student in the advanced group.

A school need not use all of the above criteria, but meeting some basic criteria is necessary if the student is to achieve success.

The course is geared to the needs of the pre-college student. It will provide a high degree of academic security, which is important both scholastically and psychologically.

In many instances, the student saves both time and money by qualifying for advanced placement in college. He frequently skips the freshman survey course and, in some cases, receives credit toward college graduation.

For the student who wishes to specialize in a social science in college, an advanced course illustrates the depth of learning necessary for specialization and shows that mere factual accuracy, however important, does not assure success.

The course tends to do away with "senior boredom," a common characteristic of the able student. It presents a challenge to the student that he usually accepts. Students in the Advanced Placement Program also earn academic prestige among their peers, which helps them to develop their capacities for leadership.

What Should Be the Content of the Course?

The teacher developing a college-level American History course will make use of Advanced Placement Program: Course Descriptions, published by the College Entrance Examination Board, and the following publications of the New York State Education Department:

Social Studies 10-11-12 (syllabus)

Teaching American History (handbook)

American History Bibliography

Teaching Economics (handbook)

Sourcebook of Test Items for the Advanced Placement Program in American History

In these publications the teacher will find a wealth of helpful suggestions and will note that, while the Advanced Placement topics are generalized and the topics in the New York State American History Syllabus are stated in greater detail, there is a marked similarity of content in the two courses. The chart beginning on page 8 is a comparison between the topics in the American History two-year course and in the Advanced Placement History course. Some of the activities in Teaching American History designed for bright students and many of the books in the American History Bibliography will be useful.

COMPARATIVE CHART

Advanced Placement Course	American History Two-Year Course
1. America and Europe: transplantation of institutions and ideas, economic ties, diplomacy	Intro. Topic Age of Exploration and Discovery (1450-1600) (entire) I. Period of Colonization (1600-1763) (entire) III. B1. European sources of Federal Constitution; British heritage; European political philosophy V. B4. Foreign problems; foreign debts; Proclamation of Neutrality; Genet Affair; Jay Treaty; Pinckney Treaty; XYZ Affair D8. Attempts to avoid involvement in Napoleonic Wars E. The War of 1812 (entire) VI. A4. Nationalism and foreign affairs: Monroe Doctrine, background and effects B5. Settlement of disputes with Britain VIII. A5. International aspects [of the War between the States] D. Purchase of Alaska.. IX. G5. Spanish-American War: circumstances leading to war; chief campaigns; outcome; significant results

Advanced Placement Course	American History Two-Year Course
	X. D. Leadership of Theodore Roosevelt: corollary to Monroe Doctrine ... participation in world peace efforts
	E. United States participation in World War I (entire)
	XI. C1. Refusal to join League of Nations and World Court
	2. Participation in naval and economic conferences
	3. Signing of the Kellogg-Briand Peace Pact
	4. Moratorium on European War debts
	5. Recognition of the Soviet Union
	8. Adoption of neutrality laws in the 1930's
	9. Strained relations with ... Italy, Germany and Spain
	XII. World War II, (1939-1945) (entire)
	XIII. D. The United States in world affairs (entire)
	XIV. A1. America's European and colonial heritage: basic documents; writings of Europeans ... advocates of human rights ...

Advanced Placement Course	American History Two-Year Course
	B1. Historic background of freedom versus slavery: brief review of the historic struggle for freedom, including the Napoleonic Wars, World War I and World War II
	XIX. A1. Tariff history: tariff policies to the Civil War era; the prevalence of high tariffs to the beginning of World War I; renewal of high tariffs during the 1920's; the Reciprocal Trade program
	C1. The tariff: Reciprocal Trade program as an issue today; relation of tariffs to the foreign aid program; pressures exerted for protectionism today
	XX. A1. Early attempts to maintain neutrality and isolationism: policies of Washington and his immediate successors; the Monroe Doctrine
	3. ... negotiation of northern boundaries ...
	4. Claim to right of freedom of the seas; maintained in 1812 and 1917; modified temporarily in the neutrality laws of the early 1800's and of the 1930's
	7. Overseas territorial expansion of the United States: Spanish-American War ...

Advanced Placement Course	American History Two-Year Course
	XX. 8. Extension of trade and investment abroad: private capital in foreign trade and investment; government loans and grants abroad, especially during the twentieth century B. United States contributions to the peaceful settlement of disputes (entire) C. Current issues in American foreign policy (entire)
2. Population shifts: the westward movement: significance of the various frontiers, territorial expansion, land policy, immigration, urbanization	III. A3. ... Northwest Ordinance of 1787 V. D2. Westward migration 3. Louisiana Purchase of 1803 ... 6. Lewis and Clark Expedition VI. B. "Manifest Destiny" (entire) D5. Increased immigration (1816-1840) VII. A. Territorial expansion: Texas, Oregon C3. ... acquisition of the Mexican Cession ... VIII. B2. Passage of the Homestead Act ... D. Purchase of Alaska IX. E. Steps toward restriction of immigration (entire)

Advanced Placement Course	American History Two-Year Course
	IX. G2. Acquisitions in the Pacific 4. Annexation of Hawaii X. B8. Importance of the growth of cities XI. A3. ...further restriction on immigration ... (1920's) XIII. B11. Changes in the immigration laws (since 1945) XX. A2. Expansion of United States frontiers; manifest destiny as a basis for expansion ...
3. Making of American nationalism: constitutionalism, economic developments, war and diplomacy, the Supreme Court, national heroes, literature and the arts	I. D6. Attempts toward colonial unity: New England Confederation; Albany Congress G4. Literary and journalistic developments 5. Artistic ... achievements III. The Constitution of the United States (entire) V. B. The Federalist era (entire) D4. Marbury versus Madison decision 7. Tripolitan War; exploits of Stephen Decatur E. The War of 1812 (entire)

Advanced Placement Course	American History Two-Year Course
	VI. Upsurge of Nationalism
	VIII. A7. Important results of the War [between the States]
	C2. Civil War amendments
	IX. B. Rise of big business after the War between the States (entire)
	F4. ... literature, journalism and the fine arts
	G5. Spanish-American War ... chief campaigns; outcome; significant results
	X. The United States, a World Power (1900-1920) (entire)
	XI. C. The United States in world affairs (entire)
	D2. Literature and the art of the "roaring twenties" and of the depression era
	XII. World War II (entire)
	XIII. C4. Achievement in the arts
	D. The United States in world affairs (entire)
	XIV. The American Ideal of Freedom and Self Government (entire)

Advanced Placement Course	American History Two-Year Course
	XVII. A. Achievements under the free enterprise system (entire)
	XX. International Relations (entire) (Heroes as listed or implied throughout the course)
4. Divisive ideas and interests in American history: sections, classes, states' rights, minorities	III. D3. ... federalism ... states' rights protected
	V. B5. ... Whiskey Rebellion
	C3. ... Virginia and Kentucky Resolutions ...
	E2. Pressures in the United States for and against the war [of 1812]
	VII. Intensification of Sectionalism (1840-1860)
	VIII. The Civil War and Reconstruction Era (1860-1876) (entire)
	XIII. B10. Extension of civil rights: changing status of minorities
	XIV. A4. ... safeguards of minority rights
	B4. ... protection of rights ...

Advanced Placement Course	American History Two-Year Course
5. Development of political ideas: The European heritage, colonial contributions, the Constitution, the "conservative" versus the "liberal" tradition	I. C. Importance of the English colonies in the development of American democracy and culture (entire) D. Political developments in the English colonies (entire) II. B1. Growth of an American point of view 3. Colonial resistance: Stamp Act Congress; Boston Tea Party; Lexington; Bunker Hill 4. Theories of "virtual" and "actual" representation D. The Declaration of Independence (1776) (entire) III. The Constitution of the United States (entire) V. C. Rise and Growth of political parties (entire) D1. Jefferson's philosophy and record .. 4. Marbury versus Madison decision VI. A3. Decisions of Chief Justice Marshall C1. Significance of the election of Andrew Jackson 2. Political changes: extension of the suffrage; change in the method of nomination ...

Advanced Placement Course	American History Two-Year Course
	VII. D. Political ... factors separating the North from the South
	E. Significant events leading to the Civil War: compromise of 1850; the Kansas-Nebraska Bill; Lincoln-Douglas debates; issuing of antislavery publications; election of Lincoln
	VIII. C2. Civil War Amendments
	6. Political effects [of Reconstruction] ...
	IX. A. Political developments of the period (1876-1900) (entire)
	B. Regulatory legislation: Interstate Commerce Act; Sherman Anti-trust Act
	C2. ... state and national legislation; support of Greenback and Populist parties
	X. A2. Progressivism in state and national politics
	3. Theodore Roosevelt's Square Deal
	4. Conservation legislation; increased regulation of the railroads; pure food laws; anti-trust prosecutions
	5. Supreme Court decisions ...
	6. Wilson's New Freedom

Advanced Placement Course	American History Two-Year Course
	X. 8. Amendments to the Constitution
	XI. A1. "Return to Normalcy" program of Harding
	2. Policies of Coolidge and Hoover
	B. The New Deal (entire)
	XIII. B6. Organization of new political parties: Progressive Party; Dixiecrats
	8. Prosecutions under the antitrust laws
	10. Extension of civil rights; changing status of minorities
	XV. A4. From laissez-faire to government aid: establishment of the Department of Agriculture; railroad legislation to aid the farmer; drive for "cheaper" money and credit; government aid for agricultural education and extension services; farm relief measures of the Hoover administration; loans, subsidies and price supports of the depression and World War II eras
	D. The current issue of the government's role in agriculture (entire)
	XVII. D. The role of government in our economy (entire)

Advanced Placement Course	American History Two-Year Course
	XVIII. B. Changing governmental policies toward labor organizations (entire)
	XIX. Taxation and Finance (entire)
	XX. C1. Responsibility for foreign policy: role of the executive and legislative branches as defined in the Constitution
6. The political party system: origins, contests, evolution, minor parties	I. C. Rise and growth of political parties (entire)
	D9. Election of Madison
	VI. A1. Elections of 1816 and 1824
	C1. Significance of the election of Andrew Jackson
	2. Political changes.. change in the method of nomination ...
	VII. B. Significance of the election of James K. Polk
	E. ...election of Lincoln
	VIII. C4. Impeachment of Johnson
	6. ... the "solid" South; Republican supremacy ...

Advanced Placement Course	American History Two-Year Course
	IX. A. Political developments (1876-1900) (entire)
	X. A1. Analysis of the elections of 1900-1916
	2. Progressivism in state and national politics
	XI. B6. Breaking of the two-term tradition
	XIII. B6. Organization of new political parties: Progressive Party; Dixiecrats
	15. Republican victories in 1952 and 1956 elections ...
7. Business enterprise in America: types and methods of organization in commerce, industry and finance; achievements; business cycles; technology	V. B3. Providing economic stability; Hamilton's financial program
	E4. Effects [of War of 1812] on manufacturing.. merchant marine ...
	VI. C5. National versus state banks
	D1. Growth of the industrial revolution; industrial leaders
	3. Improved transportation and communication
	VIII. B. Economic progress of the North during the [Civil] War and Reconstruction period (entire)

Advanced Placement Course	American History Two-Year Course
	IX. B. Rise of Big Business after the War between the States (entire) F3. Developments in science and invention..
	X. B3. Banking reform: Federal Reserve System 7. Trends toward further business consolidation with new forms of organization C1. Progress in science and invention E3. ...industrial ... production ...
	XII. B3. ... mobilization of resources C2. Mobilization of resources ... material; financial; industrial ..
	XIII. C1. Some impacts of science, including atomic developments, especially on medicine, on the chemical and electrical industries and on warfare
	XIV. C3. ... production of military equipment; financing defense ...
	XV. A2. .... mechanization of farming ...
	XVII. Business and Industry in the United States (entire)

Advanced Placement Course	American History Two-Year Course
	XIX. A3. United States banking history: relationship of government and banking since Hamilton's time; the new banking system that emerged from the Civil War; the present Federal Reserve System B. The economics of finance and exchange (entire) C. Current issues in taxation and finance (entire)
	XX. A2. ... importance of foreign investment in the industrial expansion of the United States 8. Extension of trade and investments abroad; private capital in foreign trade and investment ...
8. American labor systems and organizations: indentured servitude, slavery, wage labor, contract labor, unions, legislation	I. F2. The labor system [in the English colonies] VI. D2. New economic developments [1816-1840] ... laboring class VII. C3. ... reopening of the slavery issue IX. D. Growth of organized labor following the War between the States (entire) X. B5. Gains of labor: Clayton Act; Adamson Act; LaFollette Seaman's Act; state laws 6. Shift of workers from agriculture to other occupations

Advanced Placement Course	American History Two-Year Course
	XI. B3. Reforms [of the New Deal] ... labor ...
	XIII. B3. New policy of government toward labor: Taft-Hartley Law
	XIV. B3. ... functions of trade unions ...
	4. ... protection of the dignity and rights of labor
	7. ... bargaining power of labor
	XVIII. Labor-Management Relations (entire)
9. American agriculture: shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidies, legislation	I. F1. The land system in various sections
	V. A3. Agrarian economy [1789-1816]
	VIII. B2. Passage of the Homestead Act and Morrill Act
	4. Increased agricultural production; organization of Granges
	IX. C. The agrarian movement [1876-1900] (entire)
	X. B6. Significant shift of workers from agriculture to other occupations
	E. ... agricultural production [during World War I] ...

Advanced Placement Course	American History Two-Year Course
	XI. A5. Beginning of the great depression and emergency measures of the Hoover administration: Agricultural Marketing Act ... B3. Reforms ... agriculture ... XII. C2. Mobilization of resources ... agricultural XV. Agriculture in the United States (entire) XVI. B2. Growing need to guard United States resources, particularly soil and water, because of their fundamental character and vulnerability 3. Development of the conservation movement .. to conserve ... soil ... 4. ... reclamation ... soil conservation ... D1. ... participation in local soil conservation boards 3. ... reclamation and irrigation programs
10. Government and the American economy: regulation, protection, promotion	I. F4. England's "salutary neglect" policy II. B2. Attempts to enforce mercantilism III. D3. ... respect for contracts and property [in the Federal Constitution] ...

Advanced Placement Course	American History Two-Year Course
	V. B3. ... Hamilton's financial program
	VI. A2. Economic nationalism: Clay's American system; tariff changes
	C3. ... Jackson's action on the tariff issue
	5. National versus state banks
	VIII. B3. Creation of the National Banking system
	IX. A4. ... tariff, currency; regulation of big business [1876-1900]
	7. ... McKinley Tariff
	B. Rise of big business after the War between the States (entire)
	X. A4. ... increased regulation of railroads; pure food laws; anti-trust prosecutions
	5. Supreme Court decisions relating to trust legislation
	B. Economic developments (entire)
	E3. ... taxation [in World War I]
	XI. A3. ... return of railroad to private owners; restoration of high tariff ...
	5. Beginning of the great depression and emergency measures of

Advanced Placement Course	American History Two-Year Course	
		Hoover administration... Reconstruction Finance Corporation
		B2. Emergency measures in the economic crisis: financial legislation; relief program of public works projects; National Industrial Recovery Act ...
		3. ... housing ... protection to investors
	XII.	C2. Mobilization of resources ... material ... financial; industrial ...
	XIII.	A2. Reconversion to peacetime production
		3. Relaxation of wartime controls
		B2. Renewal of Reciprocal Trade Agreements Act
		8. Prosecutions under the antitrust laws
	XIV.	B3. ... character of the capitalist system...
		4. ... preservation of the institution of private property; right of private enterprise ...
		7. ... respect for private property and private contracts ...
	XV.	A4. From laissez faire to governmental aid: establishment of the Department of Agriculture; railroad regulation to aid farmer; drive for "cheaper" money and

Advanced Placement Course	American History Two-Year Course	
		credit; government aid for agricultural education and extension services; farm relief measures of the Hoover administration; loans, subsidies and price supports of the depression and World War II eras
		C1. ... the question of production controls ...
		3. ... relation of trade barriers to the consumption of farm products ...
		D. The current issue of government's role in agriculture (entire)
	XVI.	B4. Important conservation efforts of the Federal Government: Forest Reserve Act of 1891; reclamation, forest conservation and other measures by Theodore Roosevelt; soil conservation, flood control and power development policies of the 1930's
		D. Present-day conservation activities of local, state and federal government (entire)
		E. Current issues in conservation (entire)
	XVII.	C. Historic modification of the laissez-faire policy (entire)
		D. The role of the government in our economy (entire)

Advanced Placement Course	American History Two-Year Course
	XVIII. B. Changing governmental policies toward labor organizations (entire) C3. Issue of the role of government in labor-management relations D2. Business and labor in politics XIX. Taxation and Finance (entire) XX. C2. ... issue of "Trade not aid"; program of agencies engaged in foreign aid enterprises ...
11. America's reform movements: roots, varieties, methods, achievements	VI. C2. Political changes: extension of the suffrage, change in method of nominations ... 4. Social reforms: anti-slavery movement; public education; prison reform; temperance movement; care of unfortunates D4. ... "Utopian" movements VII. E. ... issuing of anti-slavery publications ... VIII. C6. ... corruption in government [1860-1876]; beginnings of reform IX. A1. Rise of a liberal wing within the Republican party

Advanced Placement Course	American History Two-Year Course
	IX. A2. Disputed election of 1876 and subsequent election reforms 4. ... civil service reform ... 5. Influence of the Greenback and Populist parties 6. ... Pendleton Act.. C. The agrarian movement (entire) F1. Humanitarian advances 2. Enlarged educational activities
	X. A2. Progressivism in state and national politics 3. Theodore Roosevelt's Square Deal 4. Conservation legislation; increased regulation of railroads; pure food laws; anti-trust prosecutions 6. Wilson's New Freedom 8. Amendments to the Constitution B5. Gains of labor: Clayton Act, Adamson Act, LaFollette Seaman's Act; state laws C2. ... activities of the "muckrakers" 3. Gains in education ...

Advanced Placement Course	American History Two-Year Course
	XI. B. The New Deal (entire)
	D3. Changes in education ... and social work
	XIII. B6. ... Progressive Party ...
	9. Revision of the Social Security Act
	10. Extension of civil rights: changing status of minorities
	C3. Progress in childhood and adult education
	XIV. C1. ... overcoming public ignorance and apathy; recognizing and combating subversive tactics and propaganda
	2. Struggles and gains against crime and delinquency: present trends in crime ... civic action to prevent delinquency and crime
	XV. A3. Growth of farm organizations ... political activities of farm groups; organization and work of the American Farm Bureau Federation and other groups
	XVI. Conservation of Natural Resources (entire)
	XVII. C. Historic modification of the laissez-faire policy (entire)

Advanced Placement Course	American History Two-Year Course
	XVII. D2. ... what antitrust law enforcement; what laws protecting the consumer, such as food, drug, cosmetic and meat inspection laws; what laws regulating transportation and communication ...
	XVIII. A3. Growth of labor organizations in the United States: early development of local unions; attempts to form national unions ... B. Changing governmental policies toward labor organizations (entire) D. Labor and management today (entire)
	XIX. Taxation and Finance (entire)
	XX. B. United States contributions to the peaceful settlement of disputes (entire)
12. America as a world power: nineteenth-century background, imperialism, the quest for security	V. D7. Tripolitan War: exploits of Stephen Decatur E. The War of 1812 (entire)
	VI. A4. ... Monroe Doctrine ...
	VII. C. The Mexican War (entire)

Advanced Placement Course	American History Two-Year Course
	VIII. A5. International aspects [of the War between the States]: attitudes of England, France, Russia
	IX. G. The United States in world affairs [1876-1900] (entire)
	X. D. The United States in world affairs [1900-1920] (entire)
	E. United States participation in World War I (entire)
	XI. C. The United States in world affairs [1920-1939] (entire)
	XII. World War II [1939-1945] (entire)
	XIII. D. The United States in world affairs [1945-present] (entire)
	XIV. C. Advancement of the American way of life (entire)
	XX. International Relations (entire)
13. Wars and their impact on the United States: causes, conduct, consequences	V. D7. Tripolitan War: exploits of Stephen Decatur
	E. The War of 1812 (entire)
	VII. C. The Mexican War (entire)

Advanced Placement Course	American History Two-Year Course
	VIII. A. The War between the States (entire)
	IX. G5. Spanish American War: circumstances leading to war; chief campaigns; outcome; significant results
	X. E. United States participation in World War I (entire)
	XII. World War II [1939-1945] (entire)
	XIII. D7. ... action in Korea ...
	XX. A4. Claim to right of freedom of the seas: maintained in 1812 and 1917 ...
	6. ... conflict and war with Japan ...
14. Leadership in America: military, political, economic, intellectual, religious, educational	Leaders in each of these fields as listed or as implied in the syllabus

How May the Course Be Taught?

General Suggestions

1. There is much opportunity in the small, selective class to give the students their choice of topics for concentrated study. The Advanced Placement test allows a wide selection among topics in essay questions.

2. At least two term papers should be required (probably 3,500 words in length), one in each of the 2 years of the American History course.

3. Daily use of the newspaper is a must. Often the current situation is so important that the outside class work moves forward as assigned, but the class period is devoted to a study of the paper and a resulting discussion. The nature of the course makes the paper a vehicle by which the past and present are linked.

4. The student should rid himself of the idea that "it's true because I read it in the textbook." The emphasis should be on the fact that historical interpretation is the product of a variety of conclusions based upon several sources.

5. Three of the main activities in the advanced class are:

   a. Reading which requires interpretation and analysis. It is not breadth of scope but depth of content which is important.

   b. Writing, which also must show depth, accuracy, organization, interpretation and good English usage.

   c. Critical thinking, which is the continuous and all-important class activity.

6. Difficult test questions may be asked of the Advanced Placement student. The complexity as well as the content of a question should test his ability significantly. But directions should always be clear and definite. Students should have practice in supporting conclusions with historical facts, in distinguishing opinion from fact, and in realizing the continuity of history.

7. There is a real possibility of using the problem-approach method with superior students. These students take responsibility, they enjoy working independently, and they can organize committee activity. They are quick to discern either the evidence of scientific thinking or the lack of it. They enjoy being challenged by their classmates and the challenge spurs them to deeper reading and to clarification of expression.

8. A large amount of essay writing should be required. Real progress is made when the student and teacher go over the written work together.

9. In general, emphasis should be placed on frequent use of source material, on lectures and notetaking, on written and oral reports.

Suggestions for Developing Two Sample Topics

Sample Topic 1: The United States Becomes a World Power.
New York State Syllabus, parts of topics IX and X -- pp. 25 and 26
Advanced Placement Syllabus, parts of topics 3, 12, 13 -- p. 22

Time, approximately 5 weeks

Materials
Basic college text
Classroom sets of paper-covered materials, including Richard D. Heffner's A Documentary History of the United States, and Richard B. Morris' Basic Documents in American History

Documents to be studied

"The United States Looking Forward," Alfred T. Mahan
McKinley's War Message
The Platt Amendment
The Roosevelt Corollary to the Monroe Doctrine

Suggestions on procedure

1. Minimum time is spent on drill of facts. Students realize that mastery of facts is their responsiblity. Able students become bored with repetition.

2. Students prepare their own work sheets, or groups share the responsiblity in separate areas such as: personalities, significant geographical locations, events, chronology, documents.

3. Teacher prepares a guide sheet with questions for required reading. (See below.)

4. The basic documents are read and discussed in class. Students are encouraged to find a variety of opinions about the documents from their collateral reading.

5. Collateral reading topic: The United States asserts itself as a world power. (See bibliography for sources.)

6. Daily discussions on the United States in world affairs will serve to keep students alert to the present while they study the foundations of American foreign relations in the late 19th and 20th centuries.

Guide Sheet

"The United States Looking Outward," Alfred T. Mahan, included in Chapter 19, Imperial America, in Richard D. Heffner's Documentary History of United States

1. How does the opinion of Heffner on expansion compare with that of your author? Cite four examples of similarity or difference.

2. According to the expansionists, what was the "Mission of America?"

3. What new economic conditions in the 1890's challenged the "self-sufficient" theory?

4. What examples can you give from Heffner to illustrate that Theodore Roosevelt represented the spirit of the 1890's?

5. What is A. T. Mahan's position on the protective tariff?

6. According to Mahan, how should world conditions influence the United States' position on expansion?

7. Compare Mahan's thinking with Theodore Roosevelt's. Use either your text, Heffner or another historian in your interpretation.

8. Keeping in mind the time setting, how does A. T. Mahan interpret the attitude of Great Britain toward the United States?

9. How does Mahan reconcile his argument for a "big navy" to the Monroe Doctrine?

10. What is your conclusion on Theodore Roosevelt, William McKinley and A.T. Mahan as representative of their times?

McKinley's War Message in Richard B. Morris' Basic Documents

1. How did McKinley justify his war message?

2. To what extent did the facts of the situation, as given by historian Morris and the author of your text, call for a declaration of war?

3. Can you find in the McKinley message the basis for the argument "the flag follows the dollar?" Quote to illustrate.

4. Cite the arguments for "neutral intervention."

The Platt Amendment in Richard B. Morris' Basic Documents

1. How did the Amendment, in effect, violate the Teller Amendment of 1898?

2. In what ways did the Platt Amendment restrict the sovereignty of Cuba?

The Roosevelt Corollary to the Monroe Doctrine in Richard B. Morris' Basic Documents

1. Upon what contingencies did Theodore Roosevelt warn that the United States might "reluctantly" have to interfere in Latin America?

2. In what ways was Theodore Roosevelt's doctrine of "preventive intervention" a perversion of the original Monroe Doctrine? Then why do you think the Rough Rider linked his doctrine to the 1823 document?

3. Do you think the Eisenhower Doctrine involves an extension of the idea of the Monroe Doctrine to the Middle East? Can you see similar or dissimilar involvements of the United States in the Middle East?

The Open Door in China: Hay's Circular Letter in Richard B. Morris' Basic Documents

1. What was the immediate cause for the issuing of Hay's Circular Letter?

2. What protections of Chinese commercial integrity are incorporated in the doctrine? (Note that a second circular note in 1900 extended the Open Door to Chinese territorial integrity.)

3. Why do you suppose Italy was the only major country to accept the Open Door unconditionally? Why was Russia the only major power to reject it completely?

Evaluation

1. Objective tests on factual material

2. Essay test based on readings and class discussion. As students take this test, they may use notes from their readings or from class discussion if the teacher desires.

Suggested question

"It has long been one of the paradoxes of American policy and public opinion, that American isolationism has been directed to Europe alone, and that the most ardent isolationists have customarily been most eager to intervene in Far Eastern affairs."
(Commager)

(a) Cite specific examples from the 19th and 20th centuries to prove the above statement.

(b) What other two historians that you have read either agree or disagree with the Commager opinion? Indicate the opinion of each of these historians.

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Brinton, Crane. The United States and Britain; rev. Harvard Univ. Press. 1948. $4.25

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Sheehan, D. H., ed. The making of American history; rev. Holt. 1954. 2v. $4 ea.

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Sample Topic 2: New Deal Changes in the Economic Role of the Federal Government

New York State Syllabus, topic XI, The New Deal, p. 27; topic XVIII, The role of government in our economy, p. 36

Advanced Placement Syllabus, topic 10, p. 22

Time, approximately 6 weeks

Materials

Basic college text

Amherst Series: New Deal Evolution or Revolution

Heffner, Richard D. Documentary History of the United States — Boom and Bust; The Roosevelt Revolution

Morris, Richard B. Basic Documents — Hoover's Rugged Individualism Speech; Franklin D. Roosevelt's First Inaugural

Suggestions on procedure

1. Students should be informed that by the end of the unit an outline developed from reading and discussion must be prepared. The outline should be of sufficient length to develop into a short term paper. The outline development and organization are most important. Discourage the usual chronological or area development. Rather, make the student realize that, by the technique he uses, he can show the depth of his reading and understanding of the topic as a whole. Here the teacher has the opportunity to illustrate to the student how to (a) select pertinent facts, (b) make proper references, (c) show the extent to which he understands the problem, (d) draw conclusions from his readings. Experience has indicated that, once the student grasps the significance of good outlining, he has the key to practically any course in the social sciences. With the outline, he includes a reading list that is arranged correctly. Citing references in correct bibliographical form is a necessary skill for the college student.

   While the students are preparing this outline, the teacher needs time for many personal conferences, because even the ablest student finds this skill difficult to acquire.

2. Have the class read Hoover's Rugged Individualism speech, using these guide sheet questions:

   - What, according to Hoover, are the twin bases of "the American system?"
   - What choice does Hoover say faces America?
   - In what ways does he argue that his "American system" is not merely "laissez-faire?"

The teacher might suggest reading Moley on Hoover's grasp of economics. The reference is After Seven Years by Raymond Moley.

3. Give a library assignment on economic history 1929-1940, with a series of problems and questions to guide the students' reading.

   - Show by specific examples that from 1929 to 1932 the American people had reason to fear, thus causing Franklin D. Roosevelt in his 1933 inaugural address to state, "...the only thing we have to fear is fear itself..."

   - From reading Franklin D. Roosevelt's 1933 inaugural, find answers to these questions:

     a. How does Roosevelt seek to dispel fear?

     b. Give examples to illustrate the statement, "In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory."

     c. What paradox does Roosevelt point to in our national economy?

     d. What change of ethics does Roosevelt say must be effected?

   - What is the New Deal philosophy? Contrast the theories of the Square Deal, the New Freedom, and the New Deal with respect to the role of government in our economy. Find quotations to illustrate your answer.

   - Show that New Deal philosophy stemmed from the Populism of the 90's. See Hicks, The Populist Revolt. The teacher might find The Progressive Movement 1900-1920 by G. E. Mowry of value for a new interpretation. Challenge the class to find reasons for questioning Hicks' point of view.

   - What is the Keynesian economic philosophy? What evidences do you see of its influence since 1932 in the United States? What was Raymond Moley's observation concerning a Keynes and Roosevelt interview?

   - The supply of natural resources is a nation's security for the future. How did the New Deal seek through conservation of resources to guarantee the future of the United States? Include the TVA in the development of your answer.

From your reading, evaluate the criticisms aroused by the economic policies of the New Deal. Base your evaluation upon facts interpreted by historians you have read.

4. From time to time, give various objective tests. At the completion of a topic, give a period essay test. The aspect of the topic to be included in the essay test may be given to the class beforehand, or it may be withheld until test time; the results will not be too different. Make it the responsibility of the student to determine the depth, the pertinent facts, and the analysis necessary for the development of the topic. The student should also be made aware that he is to give an opinion of his own in his answer.

Suggested question

Develop, from an economic point of view, the following idea from Hofstadter's American Political Tradition:

Controversial as it was and still is, the New Deal "went far to undermine old ways of thought."

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What Are Some Typical Books for the Course?

The booklist which follows will be of use to the student in an Advanced Placement American History course. It should be understood that this is a very brief list. The American History Bibliography, and the 1962 Supplement to American History Bibliography, published by the Bureau of Secondary Curriculum Development, are more fully developed lists for the American history course as outlined. Teachers and librarians who are developing a library for a college-level course should also consult the publications of the Service Center for Teachers of History, American Historical Association, 400 A Street, S. E., Washington, D. C.

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Commager, H. S., ed. America in perspective; the United States through foreign eyes. Random House. 1947. $4; abr. New Am. Lib. 1948. pa. 75¢

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_____, ed. Documents of American history; 6th ed. Appleton. 1949. $6.50; 7th ed. 1963. $6.50; pa. 2v. $3.25 ea.

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Feis, Herbert. Churchill, Roosevelt, Stalin; the war they waged and the peace they sought. Princeton Univ. Press. 1957. $6.95

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